Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Travel and Tourism

Component 1: Travel and tourism organisations and destinations

L1/2

Pearson-set Assignment – sample

First teaching from September 2022

Issue 4

Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism

Pearson-set Assignment – Sample

Component 1: Travel and Tourism Organisations and Destinations

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Summary of Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism Pearson-set Assignment for Component 1: Travel and Tourism Organisations and Destinations Issue 4 changes

Summary of changes made between the previous issue and this current issue	Page number
Task 3b instructions second bullet where 'summary' has been replaced with 'visitor profile' for consistency.	Page 9

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism Pearson-set Assignment for Component 1: Travel and Tourism Organisations and Destinations Issue 3 changes

Summary of changes made between the previous issue and this current issue	Page number
The format of the *Travel routes for Task 3b* section has been changed for ease of reading.	Page 8

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism Pearson-set Assignment for Component 1: Travel and Tourism Organisations and Destinations Issue 2 changes

Summary of changes made between Issue 1 and Issue 2	Page number
The wording in the *Introduction* section under Formal supervision and in the *Instructions to learners* section has been amended to clarify that learners may have supervised access to the internet for sourcing audio/visual content and that this is optional and will not affect access to the full range of available marks.	Pages 1, 2 and 3
The wording under Resources needed for each Task has been amended to clarify that learners can access the internet for sourcing audio/visual content.	Pages 5, 6, 7 and 9
The wording in the *Guidance for teachers* section under During the assignment has been amended to clarify that any sources of information, ideas, text, audio and/or visual assets created by others that learners include in their work must be clearly identified and referenced. And that only permitted materials, such as learners' own course notes can be brought into the supervised assessment.	Page 12

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Introduction

The key purpose of this assessment is for learners to demonstrate their application of knowledge and understanding of travel and tourism organisations and destinations and to understand the UK travel and tourism industry, and visitor destinations.

The assignment for this component consists of five tasks.

- In response to Task 1a, learners will select a travel and tourism organisation from a given sector component and conduct research on its ownership, aims and products and services.
- In response to Task 1b, based on the research into the organisation in 1a, learners will consider different organisations from different sector components that the travel and tourism organisation could work with, and why.
- In response to Task 2, learners will use research skills to consider the types of consumer technologies used by organisations in the travel and tourism sector, the reasons why they are offered, and the advantages and disadvantages to customers.
- In response to Task 3a, learners will refer to a given visitor profile, and explore how and why the features of a given destination are suitable.
- In response to Task 3b, learners will use the three different travel routes provided and identify advantages and disadvantages for the visitor type in the visitor profile provided before recommending which would be the most suitable.

These tasks will develop research and comprehension skills, critical thinking and a wider understanding of the UK travel and tourism industry and tourist destinations.

This assessment will be offered twice a year and will require approximately 4 hours of monitored preparation time. Centres can choose how to split up this monitored preparation, but it is advisable that most of this time is used for research purposes prior to each task and that it takes place before the 6 hours of supervised assessment.

The assessment evidence is produced under formal supervision to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in a session/s timetabled by the centre.

Levels of control within this set assignment

The levels of control outlined below must be adhered to and enforced by teachers following the release of the assignment to learners.

Formal supervision: The estimated hours stated for completion of each task in this set assignment refer to formally supervised hours. During formally supervised sessions, learners must work independently, cannot work with or discuss their work with other learners unless group or collaborative work is required or permitted. Learners can access the internet for sourcing audio/visual content to use in their responses, which must be appropriately referenced. Inclusion of audio/video content in responses and use of the internet to source this content is optional and will not affect access to the full range of available marks.This must be monitored by the teacher. Work must be held securely in between supervised sessions and must not be taken in or out of sessions. Learners will be able to access the materials specified in the assessment including materials produced during monitored preparation.

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During the formal supervision, learners are allowed to:

- have access to six sides of A4 of prepared notes (for the entire Pearson-set Assignment) to allow them to complete the tasks. These may be handwritten or typed. If word processed, the font size must be 10 point minimum.

Learners can access the internet for sourcing audio/visual content, but **must not** have access to email, or any other resources aside from their permitted notes, unless stated as permitted below.

For Tasks 1a, 2 and 3a, learners are able to bring in notes which will include research to complete the tasks. Any research undertaken or notes made (preparatory materials), does not form part of the formal supervision period.

Monitored preparation: Preparation time is provided to allow learners to produce the preparatory materials for use during formally supervised sessions. Monitored preparation consists of up to four hours of monitored research note preparation. Learners may use a computer and access the internet during this time.

Preparation must take place within a classroom environment and must be monitored to ensure independent working and authenticity of any permitted materials produced. All learner notes must be checked prior to the formal supervision.

Preparatory materials cannot include finished written sections for the assessment, prepared in advance of formally supervised sessions.

Learners' notes **must not** include:

- any attempt to interpret, analyse or evaluate the research findings
- any attempt to pre-prepare situational analyses or responses to tasks.

Centres **must** make arrangements to:

- collect learners' notes at the end of monitored preparation period
- check that the notes conform to the guidelines on allowable content
- make the notes available to learners at the start of the formal supervision. If notes are electronic, centres must upload the notes to each learner's machine/restricted secure area prior to the start of the formal supervision session.

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Instructions to learners

You should read the information given in the vocational context and each task section of this assignment carefully prior to starting work. Tasks often link to one another, so it is important to make sure you understand all tasks before starting the assignment.

The assignment will take approximately 4 hours of monitored preparation and 6 supervised hours to complete.

This is divided into approximately:

- 1 hour of monitored preparation and 1 hour of formal supervision to complete Task 1a
- 1 hour of formal supervision to complete Task 1b
- 1 hour of monitored preparation and 1.5 hours of formal supervision to complete Task 2
- 2 hours of monitored preparation and 1.5 hours of formal supervision to complete Task 3a
- 1 hour of formal supervision to complete Task 3b.

These timings are for guidance only, but should be used as an indication of how long to spend on each task. Your teacher will advise you when it is time to move from one task to the next.

You will have 4 hours of monitored preparation time prior to undertaking Tasks 1a, 2 and 3a. Your teacher will tell you when you should complete the monitored preparation and when formal supervision for the tasks will begin.

Based on your preparation, you may produce notes to refer to when completing Tasks 1a, 2 and 3a. Your notes may be up to six sides of A4 paper. They must be digital or hard copy and may be handwritten or typed. If word processed, the font size must be 10 point minimum.

Your notes should be in bullet or annotation form and **cannot** include:

- attempts to pre-prepare responses to the tasks
- full paragraphs or extended sentences.

You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this. You must produce your own independent responses and evidence for the tasks.

Any sources of information, ideas, text or visual assets created by others that you include in your work **must** be clearly identified and referenced. Using the work of others as your own or without proper acknowledgement is considered plagiarism and can result in disqualification from the assessment.

You may ask your teacher for support if you have questions about the requirements of tasks, what evidence you need to produce and any resources you are allowed to access such as access to the internet to source audio/visual content. They cannot give you feedback about how to improve your work, or guide you to solutions to any questions or problems in the tasks.

Pearson-set Assignment

Qualification	Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism
Component number and title	**1:** Travel and Tourism Organisations and Destinations
Write your name here (Surname, Name)	
Completion time for assignment	Approximately 4 hours of monitored preparation and 6 hours of supervised assessment
Submission deadline	
Assessment series and year	Sample assignment

Vocational context	Are you looking to work in a fast-paced, dynamic industry? Then travel and tourism is for you. You will explore a diverse range of organisations, exciting destinations and expand your outlook on this global industry.

Task 1a	**Different types of organisations in the travel and tourism sector – ownership, aims, products and services** You must choose **one** named organisation from the accommodation provider component and conduct research to produce a report on the ownership, aims, and products and services for the selected accommodation provider. Your report must include: • **details on** the ownership of the selected accommodation provider • the **different aims** of the selected accommodation provider • **details of** the key products and services offered by the selected accommodation provider.
Learning outcome covered	**A:** Demonstrate an understanding of the UK travel and tourism industry

Checklist of evidence required	Produce **one** of the following:
	• a written report of approximately 2–4 pages of A4 which can include supporting images:
	  ○ sub-headings should be used to structure the report
	• a presentation of approximately 6–8 slides and speaker notes, which can include any combination of:
	  ○ text
	  ○ images.

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Resources needed	Research notes. Appropriate software and access to the internet for sourcing audio/visual content during the formal supervision.
Supervised hours to complete the tasks	Learners would need approximately 1 hour to complete Task 1a.
Number of marks	12 marks

Task 1b	**How different types of travel and tourism organisations may work together** You must produce a report on ways in which the selected accommodation provider in Task 1a could work with other travel and tourism organisations from a range of components. Your report must include: • **one** travel and tourism organisation from **four** different components that the selected accommodation provider could work with • **how** the selected accommodation provider could work with **one** travel and tourism organisation from **four** different components • **reasons why** working together could benefit the selected accommodation provider.
Learning outcome covered	**A:** Demonstrate an understanding of the UK travel and tourism industry

Checklist of evidence required	Produce one of the following:
	• a written report of approximately 2–4 pages of A4 which can include supporting images:
	  ○ sub-headings should be used to structure the report
	• a presentation of approximately 4–6 slides and speaker notes which can include any combination of:
	  ○ text
	  ○ images.

Resources needed	Appropriate software and access to the internet for sourcing audio/visual content during the formal supervision.
Supervised hours to complete the tasks	Learners would need approximately 1 hour to complete Task 1b.
Number of marks	12 marks

Task 2	**Consumer technologies in travel and tourism** Conduct research on the consumer technologies offered by one organisation in the tour operator component. You must consider the use of consumer technologies within the tour operator component. Your response must include: • **four** types of consumer technologies offered to customers by an organisation in the **tour operator** sector • **reasons why** the organisation offers these consumer technologies • the **advantages and disadvantages** of these consumer technologies offered by the organisation, for customers.
Learning outcome covered	**A:** Demonstrate an understanding of the UK travel and tourism industry
Checklist of evidence required	Produce one of the following: • a written response of approximately 2–4 pages of A4 which can include supporting images • a presentation of approximately 4–6 slides and speaker notes, which can include any combination of: o text o images.
Resources needed	Research notes. Appropriate software and access to the internet for sourcing audio/visual content during the formal supervision.
Supervised hours to complete the tasks	Learners would need approximately 1.5 hours to complete Task 2.
Number of marks	12 marks

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<table>
<tr><td>Visitor profile for Task 3</td><td>
<table>
<tr><td>Visitor type</td><td>Family:
Two parents with two children (aged 9 and 3 years) and a grandparent (aged 64 years)</td></tr>
<tr><td>Interests</td><td>Cultural tourism</td></tr>
<tr><td>Travel details</td><td>The family live in Norwich and would like to visit Barcelona</td></tr>
<tr><td>Timing</td><td>April</td></tr>
<tr><td>Length of stay</td><td>Two weeks</td></tr>
<tr><td>Additional information</td><td>One adult has a driving licence</td></tr>
</table>
</td></tr>
<tr><td>Task 3a</td><td>Popular tourist destinations for visitors
Conduct research on the features of Barcelona as a tourist destination.
You must produce a report that considers the suitability of Barcelona for the visitor profile provided.
Your report must include:
• details of the features of Barcelona that are the most suitable for the visitor profile
• reasons why these features are the most suitable for the visitor profile.</td></tr>
<tr><td>Learning outcome covered</td><td>B: Explore popular visitor destinations</td></tr>
<tr><td>Checklist of evidence required</td><td>Produce one of the following:
• a written response of approximately 3–5 pages of A4 which can include supporting images
• a presentation of approximately 8–10 slides and speaker notes, which can include any combination of:
o text
o images.</td></tr>
<tr><td>Resources needed</td><td>Research notes.
Appropriate software and access to the internet for sourcing audio/visual content during the formal supervision.</td></tr>
<tr><td>Supervised hours to complete the tasks</td><td>Learners would need approximately 1.5 hours to complete Task 3a.</td></tr>
<tr><td>Number of marks</td><td>12 marks</td></tr>
</table>

Travel routes for Task 3b

Travel routes to Barcelona

Route 1:

- **Departure point:** Norwich Airport (NWI)
- **Arrival point:** Barcelona El Prat Airport (BCN)
- **Departure date and timings:** 10th April Departs 0605/ Arrives 1235
- **Return date and timings:** 24th April Departs 1715/ Arrives 2110
- **Transfer or stop-over points and durations:**
  - 1 × outbound flight change (Amsterdam Schiphol Airport 2hr 10 min)
  - 1 × return flight change (Amsterdam Schiphol Airport 1hr 55 min)
- **Total length of journey:** 5hr 30min outbound/ 4hr 55min return
- **Mode:** Air: Scheduled Airline
- **Services and facilities provided, including for passengers with special requirements:** Reclining seats, snacks and refreshments, toilet facilities, WiFi, carriage of 1 × 12kg hand baggage item per person included. Taking 23kg of checked baggage will cost an extra £27.10 each way.
- **Total cost:** £812.35

Route 2:

- **Departure point:** Norwich
- **Arrival point:** Barcelona
- **Mode:** Road: Driving own car
- **Total length of journey:** 16hr 21min driving time plus 10 hours for rest stops = 26hr 21min/1027 miles each way
- **Services and facilities provided, including for passengers with special requirements:** Toilets and refreshments may be available at rest stops.
- **English Channel crossing details:**
  - Folkestone to Calais via the Channel Tunnel
  - 10th April Departs 1020/Arrives 1155
  - 24th April Departs 1250/Arrives 1225
  - Crossing time: 35min each way
  - Cost: £184 return journey
- **Transfer or stop-over hubs and durations:**
  - Limoges, France
  - Accommodation: Budget hotel 1 × Family Room, 1 × Single Room
  - Dates: 10th April and 23rd April
  - Cost: 2 rooms, 1 night, 10th April – £133
  - Cost: 2 rooms, 1 night, 23rd April – £133
- **Cost breakdown:**
  - £327 fuel (return journey)
  - £184 Channel Tunnel crossing
  - £266 Stop-over accommodation
- **Total cost:** £777

Route 3:

- **Departure point:** London Stansted (STN)
- **Arrival point:** Barcelona El Prat Airport (BCN)
- **Departure date and timings:** 10th April Departs 0815/ Arrives 1130
- **Return date and timings:** 24th April Departs 1405/ Arrives 1535
- **Transfer or stop-over points and durations:** N/A
- **Total length of journey:** 2hr 15min outbound/2hr 30min return
- **Mode:** Air: Budget Airline
- **Services and facilities provided, including for passengers with special requirements:** 'Family Plus Ticket' includes seats, toilet facilities, carriage of 1 × small bag, free seats for kids under 12, 10kg check-in baggage for all passengers and 2 × 20kg check-in baggage. Snacks and refreshments must be paid for separately. In-flight WiFi is not available.
- **Total cost:** £585.40

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Task 3b	**The suitability of different travel routes for visitors** You must produce a report that considers the suitability of the travel routes to Barcelona for the visitor type in the visitor profile provided. Your report must include: • **details of** the advantages and disadvantages of each of the travel routes • **judgement and recommendation** for the most suitable travel route for the visitor profile.
Learning outcome covered	**B:** Explore popular visitor destinations
Checklist of evidence required	Produce one of the following: • a written response of approximately 2–4 pages of A4 which can include supporting images • a presentation of approximately 8–10 slides and speaker notes, which can include any combination of: o text o images.
Resources needed	Appropriate software and access to the internet for sourcing audio/visual content during the formal supervision.
Supervised hours to complete the tasks	Learners would need approximately 1 hour to complete Task 3b.
Number of marks	12 marks

Guidance for teachers

(to be removed before assignment distribution to learners)

General guidance	This assignment has been designed to allow learners to meet the assessment requirements of the component by engaging in vocationally relevant tasks and activities. You must issue this assignment allowing sufficient time for learners to complete it. You should advise learners of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment. You should direct learners to read the information given in the vocational context and each task section of this assignment carefully. Tasks often link to one another, so it is important to check that learners understand all tasks before they start the assignment.
Specific guidance	All monitored preparation time and formal supervision period must be completed independently by learners. Learners must work independently to select the organisations they wish to use in Tasks 1a and 2 and in their researching of the destination in Task 3a. All research must be completed independently in the monitored preparation time. The assignment will take approximately 4 hours of monitored preparation and 6 supervised hours to complete. This is divided into approximately: • 1 hour of monitored preparation and 1 hour of formal supervision to complete Task 1a • 1 hour of formal supervision to complete Task 1b • 1 hour of monitored preparation and 1.5 hours of formal supervision to complete Task 2 • 2 hours of monitored preparation and 1.5 hours of formal supervision to complete Task 3a • 1 hour of formal supervision to complete Task 3b. These timings are for guidance only but should be used to give learners an indication of how long to spend on each task and to schedule your assessment sessions. Tasks can be conducted and evidence can be produced across several sessions. Learners will have **4 hours** of monitored preparation time prior to undertaking **Tasks 1a, 2 and 3a**. You should inform learners of when they should complete the monitored preparation and when formal supervision for the tasks will begin.

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	Based on their preparation, learners may produce notes to refer to when completing **Tasks 1a, 2 and 3a**. The notes may be up to six sides of A4 paper. They must be digital or hard copy and may be handwritten or typed. If word processed, the font size must be 10 point minimum. Learner notes **must not** include: • pre-prepared answers • paragraphs or extended sentences. Notes must be checked to ensure length and contents meet these limitations. After the assessment is submitted, notes must be retained securely by the centre and may be requested by Pearson if there is suspected malpractice. **Submission of evidence for moderation** Evidence submitted for moderation should include a clearly labelled digital folder per learner containing: • all work completed for the assignment • a completed declaration of authenticity. **Guidance on preparing evidence for submission** • Consideration should be given to the quality and clarity of images/scans submitted as evidence. Images included should be of sufficient size to clearly show the quality/nature of the work being demonstrated. • Digital files should be saved in an accessible format that does not require specialist software to access.
Opportunity to contextualise this assignment	No contextualisation is allowed for this assignment. You must not change any aspect of the vocational context or tasks. The set of tasks form a coherent whole, addressing all the learning outcomes and allowing access to the full range of marks. Altering any aspect of this assignment may constitute malpractice and will be subject to investigation by Pearson.
Before carrying out the assignment	Before this assignment is given to learners, they must undertake a learning programme covering the knowledge, understanding and skills outlined in the component content in the specification. They should be given sufficient time to develop their knowledge, understanding and skills in order to achieve their full potential.
During the assignment	For the duration of the assignment: • all work must be completed independently by the learner under appropriate monitoring and supervision to ensure authenticity • work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose

	• guidance or support can only be given to learners in order to clarify:
	  ○ the requirements of tasks
	  ○ the evidence they need to produce
	  ○ any resources they are allowed to access
	• learners cannot receive any guidance or instruction about how to improve work to meet mark bands or solutions to questions or problems in the tasks
	• learners must not be given any support or feedback in writing or editing notes
	• learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding
	• any sources of information, ideas, text, audio and/or visual assets created by others that learners include in their work must be clearly identified and referenced
	• appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops.
	Maintaining security during formal supervision
	Any work learners produce under supervision must be kept securely between sessions and during breaks.
	Designated assessment areas must only be accessible to the learner and to named members of staff.
	Learners can only have access to their work under supervision.
	Only permitted materials such as sourced audio/visual content, can be brought into the supervised assessment and no materials should be removed.
	Learners can have access to the internet for sourcing audio/visual content but not to other resources that might compromise the security of the assessment.

Approach to teaching and learning to support learners to *'get it right first time'*	In order to fully prepare learners, before the Set Assignment is distributed, they should: • attempt formative assessment tasks that model important elements of the activities to be carried out in this assignment • receive feedback on how they performed including what they did well and how they can further improve.
Other materials	This Set Assignment does not include any additional materials and it is expected that learners produce their own evidence. Learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding.

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Assessor guidance

Your role as the assessor	As the assessor of this internal assessment, it is your role to: • ensure correct processes to maintain security and authenticity are followed for the duration of the assessment • make and record assessment decisions using the mark bands • provide feedback to learners about their achievement. When acting in dual roles as both teacher and an assessor, you should help learners to understand your responsibilities in each capacity so they are aware of the differences during learning and assessment.
Your assessment decision	You must assess learners' evidence for this Pearson-set Assignment using the marking grids for the relevant component provided in this document. Marking grids have four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band. The descriptors for each band are written to reflect the marks at the top of the mark band and the descriptors should be read and applied as a whole. A glossary of terms used in the marking grids is provided in *Appendix 1* of the specification. **Using a 'best fit approach' to marking the assignments** In applying the marking grid, assessors are required to: • first make a holistic judgement on which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provides a descriptor of the expected performance of a learner in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct mark band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that mark band, as long as it meets more of the characteristics of that mark band than of any other. • after placing the learner's response within a mark band, the assessor should then make a more refined judgement as to whether the learner's response is towards the higher, or the lower end of the mark range for that mark band, and allocate a final mark accordingly within the marks available in that mark band.

	Further guidance on deciding a final mark The award of marks must be directly related to the descriptors in a mark band. Assessors should be prepared to use the full range of marks available. When deciding upon a final mark, assessors should take into account how well the learner's response meets the requirements of the descriptor in that mark band. • If the learner's response meets the requirements of the descriptor fully, assessors should be prepared to award full marks within the mark band. The top mark in the mark band is used for a learner's response that is as good as can realistically be expected in that mark band. • If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), assessors should consider awarding marks at the bottom of the mark band. The bottom mark in the mark band is used for a learner's response that is the weakest that can be expected in that mark band. • The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are only barely met. • Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

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Marking grid – Component 1

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1a: Different types of organisations in the travel and tourism sector – ownership, aims, products and services **Learning outcome A: Demonstrate an understanding of the UK travel and tourism industry**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the ownership, aims, products and services of the selected travel and tourism organisation. Evidenced through: • a **superficial** account of the ownership of the selected travel and tourism organisation • a **superficial** account of the aims of the selected travel and tourism organisation • a **superficial** account of the key products and services for the selected travel and tourism organisation.	**Adequate** application of knowledge and understanding of the ownership, aims, products and services of the selected travel and tourism organisation. Evidenced through: • a **partially detailed** account of the ownership of the selected travel and tourism organisation • a **partially detailed** account of the aims of the selected travel and tourism organisation • a **partially detailed** account of the key products and services for the selected travel and tourism organisation.	**Good** application of knowledge and understanding of the ownership, aims, products and services of the selected travel and tourism organisation. Evidenced through: • a **mostly detailed** account of the ownership of the selected travel and tourism organisation • a **mostly detailed** account of the aims of the selected travel and tourism organisation • a **mostly detailed** account of the key products and services for the selected travel and tourism organisation.	**Comprehensive** application of knowledge and understanding of the ownership, aims, products and services of the selected travel and tourism organisation. Evidenced through: • a **fully detailed** account of the ownership of the selected travel and tourism organisation • a **fully detailed** account of the aims of the selected travel and tourism organisation • a **fully detailed** account of the key products and services for the selected travel and tourism organisation.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1b: How different types of travel and tourism organisations may work together **Learning outcome A: Demonstrate an understanding of the UK travel and tourism industry**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of how and why travel and tourism organisations may work together. Evidenced through: • **few** of the travel and tourism organisations selected are appropriate to the context • a **superficial** account of how the travel and tourism organisations could work with the selected organisation • **simplistic** reasons as to why working together can benefit the selected travel and tourism organisation.	**Adequate** application of knowledge and understanding of how and why travel and tourism organisations may work together. Evidenced through: • **some** of the travel and tourism organisations selected are appropriate to the context • a **partially detailed** account of how the travel and tourism organisations could work with the selected organisation • **partially developed** reasons as to why working together can benefit the selected travel and tourism organisation.	**Good** application of knowledge and understanding of how and why travel and tourism organisations may work together. Evidenced through: • **most** of the travel and tourism organisations selected are appropriate to the context • a **mostly detailed** account of how the travel and tourism organisations could work with the selected organisation • **mostly developed** reasons as to why working together can benefit the selected travel and tourism organisation.	**Comprehensive** application of knowledge and understanding of how and why travel and tourism organisations may work together. Evidenced through: • **all** of the travel and tourism organisations selected are fully appropriate to the context • a **fully detailed** account of how the travel and tourism organisations could work with the selected organisation • **well-developed** reasons as to why working together can benefit the selected travel and tourism organisation.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Consumer technologies in travel and tourism **Learning outcome A: Demonstrate an understanding of the UK travel and tourism industry**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of different types of consumer technologies offered by a selected travel and tourism organisation. Evidenced through: • a **superficial** account of the different types of consumer technologies offered, with **few** being specific to the selected travel and tourism organisation • **simplistic** reasoning as to why the selected travel and tourism organisation offers these consumer technologies • a **simplistic** account of the advantages and disadvantages for customers of the consumer technologies offered by the selected travel and tourism organisation.	**Adequate** application of knowledge and understanding of different types of consumer technologies offered by a selected travel and tourism organisation. Evidenced through: • a **partially detailed** account of the different types of consumer technologies offered, with **some** being specific to the selected travel and tourism organisation • **partially developed** reasoning as to why the selected travel and tourism organisation offers these consumer technologies • a **partially developed** account of the advantages and disadvantages for customers of the consumer technologies offered by the selected travel and tourism organisation.	**Good** application of knowledge and understanding of different types of consumer technologies offered by a selected travel and tourism organisation. Evidenced through: • a **mostly detailed** account of the different types of consumer technologies offered, with **most** being specific to the selected travel and tourism organisation • **mostly developed** reasoning as to why the selected travel and tourism organisation offers these consumer technologies • a **mostly developed** account of the advantages and disadvantages for customers of the consumer technologies offered by the selected travel and tourism organisation.	**Comprehensive** application of knowledge and understanding of different types of consumer technologies offered by a selected travel and tourism organisation. Evidenced through: • a **fully detailed** account of the different types of consumer technologies offered, with **all** being specific to the selected travel and tourism organisation • **fully developed** reasoning as to why the selected travel and tourism organisation offers these consumer technologies • a **well-developed** account of the advantages and disadvantages for customers of the consumer technologies offered by the selected travel and tourism organisation.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3a: Popular tourist destinations for visitors **Learning outcome B: Explore popular visitor destinations**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the features for a given destination for a given visitor profile. Evidenced through: • a **superficial** account of the features of a given destination that are the most suitable for a given visitor profile • a **simplistic** account of why the features of a given destination are the most suitable for the given visitor profile.	**Adequate** application of knowledge and understanding of the features for a given destination for a given visitor profile. Evidenced through: • a **partially detailed** account of the features of a given destination that are the most suitable for a given visitor profile • a **partially developed** account of why the features of a given destination are the most suitable for the given visitor profile.	**Good** application of knowledge and understanding of the features for a given destination for a given visitor profile. Evidenced through: • a **mostly detailed** account of the features of a given destination that are the most suitable for a given visitor profile • a **mostly developed** account of why the features of a given destination are the most suitable for the given visitor profile.	**Comprehensive** application of knowledge and understanding of the features for a given destination for a given visitor profile. Evidenced through: • a **fully detailed** account of the features of a given destination that are the most suitable for a given visitor profile • a **well-developed** account of why the features of a given destination are the most suitable for the given visitor profile.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3b: The suitability of different travel routes for visitors **Learning outcome B: Explore popular visitor destinations**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the travel routes for a given destination for a given visitor profile. Evidenced through: • a **simplistic** account of the advantages and disadvantages of each of the given travel routes for the given destination, for the given visitor profile • a **simplistic** judgement and recommendation as to the most suitable travel route for a given destination for the given visitor profile.	**Adequate** application of knowledge and understanding of the travel routes for a given destination for a given visitor profile. Evidenced through: • a **partially developed** account of the advantages and disadvantages of each of the given travel routes for the given destination, for the given visitor profile • a **partially developed** judgement and recommendation as to the most suitable travel route for a given destination for the given visitor profile.	**Good** application of knowledge and understanding of the travel routes for a given destination for a given visitor profile. Evidenced through: • a **mostly developed** account of the advantages and disadvantages of each of the given travel routes for the given destination, for the given visitor type • a **mostly developed** judgement and recommendation as to the most suitable travel route for a given destination for the given visitor profile.	**Comprehensive** application of knowledge and understanding of the travel routes for a given destination for a given visitor profile. Evidenced through: • a **well-developed** account of the advantages and disadvantages of each of the given travel routes for the given destination, for the given visitor profile • a **well-developed** judgement and recommendation as to the most suitable travel route for a given destination for the given visitor profile.

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